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ABSTRACT

This paper provides school building principals, teachers, and counselors with a systematic approach for implementing a comprehensive career education program at the building level by organizing teams of multi-discipline and/or multi-professional roles, called Career Activities Teams (CATs), composed of two or more persons committed to integrating career education concepts and activities into the educational program. Two main functions of key CAT personnel are identified: (1) to prepare for program installation and (2) to implement the program. These two functions are expanded in this paper along with a detailed description of the eight interdependent and interrelated functions of the CAT System: (1) develop career activity teams, (2) assess present levels of career education performance, (3) specify career education goals/objectives, (4) plan career education program activities, (5) implement career education activities, (6) monitor career education activity outcomes, (7) maintain performance levels, and (8) maintain career activities reference system. A flow chart and outline of the CAT System and references are appended. (TA)

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A TEAM APPROACH TO BUILDING LEVEL CAREER EDUCATION[1]

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A TEAM APPROACH TO BUILDING LEVEL CAREER EDUCATION

"How can we develop a stimulating comprehensive career education program in our building?" Such a question has probably been asked many times by building principals, master teachers, and counselors. The challenge has typically been directed toward system-wide administrators, district level directors of career education, or coordinators of career guidance programs. The answer has probably involved a combination of concepts proposed by Super, Ginzberg, Marland, Hoyt, Gelatt, Holland and Bailey and Stadt. Essentially these contributors have developed career development and career education concepts, constructs and procedures which are developmental, which involve the whole person, and which emphasize decision making processes. Yet the building level career educator probably continues to feel at a loss of how to get started and what to do.

Earlier in a paper addressed to superintendents, directors of career education programs, and coordinators of guidance programs we presented a model for installing career education on a district wide or regional basis (Mannebach & Stilwell, 1974). The purpose of this paper is to offer a systemmatic approach for implementing a comprehensive career education program at the building level.

Need for Building Level Leadership

A truly comprehensive career educaion program composed of a broad spectrum of theories, models and curricular packages represents an overwhelming and discouraging array of concepts and activities for any single building level teacher counselor or principal to master. There is great value in creating teams, of multi-discipline and/or multi-professional roles, to promote, implement and evaluate building level career education programs. The Career Activities Team

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(CAT) System defined in this paper is a heuristic model which is generalizeable across age and grade levels. CATs may be organized within a school or they may be established within the school district.

In the Mannebach-Stilwell model the CATs are described as key personnel who contribute to two main functions identified in the installation model. They are: Prepare for Program Installation and Implement the Career Education Program. In the former function, the key personnel (now called CATs) prepare concept/content guidelines and provide inservice education for themselves and later for teachers in the district. In the implementation function of the model, the key personnel are described as providing continuous in-service education, obtaining school-community cooperation, and actually implementing the career education concepts and/or units. These two functions will be expanded in this paper for the benefit of the building level career educator.

CATs Defined

A Career Activities Team is composed of a group of two or more persons who are committed to integrating career education concepts and activities into the educational program. A CAT may be organized in any number of forms. It may be composed of two or more fifth grade teachers in one school who want to share their successful career education experiences with other fifth grade teachers in the school. A CAT may consist of a group of educators from a particular school who have attended a graduate course on career education. They may want to initiate some career education activities in the school in which they are working. A CAT may be composed of a career education specialist, a guidance counselor and selected teachers designated by the school administration to pilot career education activities within a school. Or, it may be composed of a group of educators and persons from the community who wish to cooperate on career awareness, exploration and preparation endeavors.

Whatever the composition, whether they be composed of teachers, counselors, career education specialists, administrators, personnel from business and industry, people from the community and/or a combination of these groups, a CAT is organized to initiate and implement appropriate career education activities within the school and community. Its chief purposes are to (1) assess the needs for career education, (2) develop goals, (3) identify and plan career education activities, (4) implement the activities, (5) monitor the program outcomes, (6) maintain performance levels and (7) establish a career activities reference system. A CAT is organized to facilitate the career development of students within the school.

Any number of CATs may be organized. They may be organized at each grade level or for grade levels such as primary, middle school and senior high school. They may be organized within schools or within the school district. A CAT may also be organized by discipline. A CAT composed of middle school social studies teachers may work together to identify and articulate career education concepts and activities. The CAT may vary in size depending upon needs of the particular situation, how the team is organized, and what it is designed to accomplish.

The primary role of the CAT is to serve as a catalyst in implementing career education within the school. Members of the CAT should be well oriented to the need and rationale for career education. They should have the opportunity to observe successful career education programs and should have experienced success in implementing career education activities. CAT members should be able to communicate to others those ideas, experiences and activities which have proven successful in the past.

The CAT System

The CAT System has eight interdependent and interrelated functions: DEVELOP CAREER ACTIVITY TEAMS (1.0), ASSESS PRESENT LEVELS OF CAREER EDUCATION PERFORMANCE (2.0), SPECIFY CAREER EDUCATION GOALS/OBJECTIVES (3.0), PLAN CAREER

EDUCATION PROGRAM ACTIVITIES (4.0), IMPLEMENT CAREER EDUCATION ACTIVITIES (5.0), MONITOR CAREER EDUCATION ACTIVITY OUTCOMES (6.0), MAINTAIN PERFORMANCE LEVELS (7.0), and MAINTAIN CAREER ACTIVITIES REFERENCE SYSTEM (8.0). Each of these functions has a specific, measurable, operational purpose. These functions integrate to develop a system whose purpose is greater than its separate parts (Ryan, 1973).

Briefly the eight functions will be described in the paragraphs which follow. In Figure 1, a model of the CAT System is shown. The subsystems are listed in Table 1. It must be emphasized that the exact parameters, information, and materials vary with the purpose of each school system and the students to be affected by the system.

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Insert Figure 1 and Table 1 about here

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DEVELOP CAREER ACTIVITIES TEAMS (1.0). Career Activities Teams may be initiated from several sources. They may be appointed by the school administration and organized on a rather formal basis. They may be initiated in one school or system wide. Formal organization allows more complete planning and articulation of career education activities than does a less formal structure.

CATs may form through the influence of career education specialists or with the assistance of guidance counselors. CATs formed in this manner may expect to have greater access to career related resources and materials than if working independently. With specialized assistance, a CAT should be able to make a more vivid impact on the educational program than if such resources and assistance were not provided.

A CAT may also form informally when two or more teachers share ideas about career education activities and encourage and promote the initiation of

successful activities within the school. Teacher initiated CATs can help other teachers develop creative career education activities. To be most successful, the activities should be designed to facilitate the teaching of a concept and they should result in a visible end product. When designed in this manner, the ideas and activities are easily conceptualized and other teachers will be more likely to include them in their teaching.

However initiated, CAT members should be key personnel who are committed to career education concepts and who are willing to provide the leadership necessary to initiate a successful program. CAT members should be properly oriented to the team concept (1.1) so they can help carry out the role of change agent within the school.

The roles within the CATs should be organized formally so that complete planning and articulation can occur. Thus, in 1.2 such individual responsibilities as team leader, materials selector, team trainer, and assessor-evaluator may be delineated. The team leader is responsible for coordination within the team and facilitating articulation between CATs. The broad scope of materials offered by individuals, professional groups and publishers overwhelm and specify the need for a selector of materials. The materials must be reviewed, analyzed and selected with the building's constituency; students, parents, teachers and community, in mind. The materials selector might indeed involve several interested team members.

A CAT trainer should have excellent rapport with the classroom teachers. This individual trains the classroom teachers in the use of specially selected career education materials and should work closely with those involved in selecting materials. Another crucial member of a CAT is the assessor - evaluator who selects published inventories, develops special measures for particular career education activities, and prepares preliminary drafts of

evaluation reports. Of course, within a particular building the CAT may take on its own composition.

In 1.3 the CAT administers the paper-and-pencil needs assessment techniques. The administration of such instruments can point to the need for career education. It should occur at planned intervals within a comprehensive educational program as a screening and program monitoring activity.

By orienting all the personnel to the team concept within the building, developing a strong, interdependent team, and administrating the assessment program, the ground work for an effective CAT System is laid. Role and functions within the team and between the potential constituency and the team are clear.

ASSESS PRESENT LEVEL OF CAREER EDUCATION PERFORMANCE (2.0). Traditionally assessment in career education has been limited to paper-and-pencil measures such as the SVIB, Kuder, or Holland VPI. For a wholistic approach to the person in career education, a more broadly based systemmatic assessment is necessary. The CAT should become involved in observational data collection and in conducting structured interviews of the constituency. These three kinds of data—psychometric, observation, and interview—can be integrated into goals and objectives for the CATs.

Review of needs assessment data (2.1) such as the Barclay Classroom Climate Inventory allows the CAT an opportunity to identify cultural or regional differences among the student population. In addition to comparisons with regional norms, the analysis of individuals within the group provides fruitful career activities planning information.

As a result of the data review the team should identify selected students or classroom units whose needs (skill deficits) lend themselves to remediation by the CAT (2.2). These skill deficits might be career interest development, relationship with authority (i.e., teacher), group interaction and/or self-competency (Barclay, 1974). It would appear that how a person functions in

career development, academics, and socially are highly interdependent (Barclay, Barclay & Stilwell, 1972; Barclay, Covert, Scott & Stilwell, 1975) so that each dimension of the whole person appears to benefit from a comprehensive program.

In addition to the psychometric career education information that the team collects we recommend that structured interview data should be collected from "important others." Such important data sources as classroom teachers, principals, parents, work-study supervisor and even the student should be interviewed (2.3). The latter source might become the most fruitful in terms of "getting at" the student's strengths and weaknesses.

Behavioral observation data should be collected by selected CAT members (2.4). This collection may be self-reported information. For example, Krumboltz and his associates have developed an apparently valid measure of career education related activities called Information-Seeking Behaviors (ISB). The extensive work on this self-report technique has been summarized by Krumboltz and Baker (1973). The behavioral observations may be collected indirectly. Team members might tabulate the number of career-related booklets or magazines read in the school library, the number of contacts with workers in selected career areas, or the number of contacts with school personnel about career plans. The behavioral data may be collected directly through observation of role play, review of employment application forms, or on the job observation.

These multi-method assessment data (psychometric, interview, and observation) present the CAT with a special challenge to integrate the information (2.5). A meaningful plan for integration can help identify the strengths, skill deficits, or needs of individuals within the building. The assessment can also provide information regarding career education instruction to be offered within the building.

SPECIFY CAREER EDUCATION GOALS/OBJECTIVES (3.0). The data accumulated in 2.0 provides the basis for individual, then group career education goals.

The information accumulated provides the basis for broadly stated goals which must be "task analyzed" (Gagne, 1974) for their more specific objectives.

In this function the CATs provide a delicate interface between the goals of the program and the needs of the individuals to be served. The program goals and the individual needs must be integrated by the CATs into viable career goals for individuals (3.1). These goals are derived from a combination of policy statements about the program and needs assessment data gathered from individuals.

The specification of goals into objectives occurs through task analysis. Specific career education activities should be related to specific career education needs. Accordingly, the career education goals for each student must be refined into manageable, measurable, and reasonable instructional objectives (3.2). The work of Mager (1972; Mager & Pipe, 1970) is especially relevant in this subsystem.

To assure that the career education program objectives are appropriate and relevant, the CAT should make sure that the goals and objectives of the career education program are consistent with overall goals and objectives of the school (3.3). After this validation, the CAT may then proceed to plan specific career education activities for inclusion in the program.

PLAN CAREER EDUCATION PROGRAM ACTIVITIES (4.0). "Plan" in this model involves the usual needs assessment (self and supporting environment), but adds the dimensions of implementation and revision (Jones, Helliwell & Ganschow, 1975). This expanded interpretation of planning is frought with problems which will challenge the CAT. Pat-answers for planning career education activities simply are not available. Accordingly, each team must draw upon a probabilistic model in which activities have a 'tentative' effect.

More specifically, in 4.1 the CAT assesses environmental resources. This

subsystem requires the collection and organization of data regarding the use of on-the-job training sites, potential resource persons within the school and community and accessible financial support within the school district or the building. A strongly supportive environmental system will greatly help the CAT accomplish its mission.

The development of a career education activity matrix is a vast undertaking (4.2). Two dimensions—individual differences and the kind of career activities available must be recognized. Organizing the two dimensions into a matrix allows the team to enter it taking into account a number of student characteristics e.g., age, reading level, ethnic group membership, apparent suitability for self-directed or teacher-directed learning, and particular career education objectives. The application of this information to one dimension of the matrix might reveal a number of appropriate activities for given students.

The degree of student-to-material interaction appears to be a heuristic notion which can serve as the second dimension of the matrix. At the least level of interaction, lectures, films and textbooks might be used. A second level of interaction might be exemplified by film strips, audio visual packages and programmed texts. A third level could be social models stimulating responses in career planning booklets. A fourth level for organizing the available, empirically supported career education activities, might be structured, programmed simulations or role plays. Lastly, at the most interactive level, the CAT might develop a series of on-the-job sites where nearly the full range of "hands on" activities and realistic stimulation can occur. The interlacing of the individual difference dimensions with the career activities dimension suggests a number of possibilities for the CAT.

Based on the assessment data, the career education objectives and the kinds of activities derived from the matrix, the CAT ranks the career education activities in 4.3. Primary and secondary activities are selected. For each

activity, the CAT, working with the student and thier "important others," prepares a complete activity plan. This activity plan might be called a "career education activity contract" since goals, criteria, schedule, materials and individual responsibilities can be specified and agreed to by all concerned. It should be noted that two plans are prepared in the event that the primary activity becomes inappropriate, the secondary activity could become operative with a minimum of transition.

IMPLEMENT CAREER EDUCATION ACTIVITY (5.0). This function simply says "DO IT." However, how well the career activity is carried out depends very heavily upon the needs assessment, goals identification, and planning work completed in 2.0, 3.0 and 4.0. The CAT plan should be followed carefully. If the plan cannot be followed closely, this fact and the reasons for it should be quickly transmitted to the CAT for approved modification.

The question of what a CAT can do is often raised. CATs can become involved in many meaningful career related activities. For ease of reference they may be classified into two groups — those which take place in the school and those which can be conducted within the community. For example, within the school a CAT may:

—visit schools which have viable career education programs

—attend career education conferences and workshops

—provide in-service education for other teachers

—share ideas and successful career education experiences

—help teachers utilize the career education resources of the guidance department

—inform the school administration of needs

—team teach certain career education concepts

—serve as resource persons

—plan displays to depict careers

—construct bulletin boards on career opportunities

—plan and assist in conducting a career fair

—develop a placement service for students

—compile lists of career related materials

—review career education materials and resources

—identify career education concepts to be taught

—articulate career education content and objectives

—identify resources needed

—disseminate successful career education ideas and materials

—compile a list of people who are willing to serve as resource persons in the classroom

—present career education concepts at PTA meetings

Within the community, a CAT may:

—identify potential field trip sites

—identify part-time employment opportunities for students

—involve lay citizens in an advisory capacity

—identify community resources available for career education

—survey how senior citizens can become involved

—visit business and industrial firms to become aware of employment opportunities

—interview early school leavers to determine why they left school

—inform people in the community of the role they can play in career education

—survey the community regarding the need for adult education

—identify new formats for learning

The above are only a few of the direct activities in which a CAT may become involved. In addition, a CAT may plan many activities in which the students can get involved. Through two-way communication between teachers and students, relevant activities can be identified and undertaken. Student involvement is essential in a successful career education program. Students will have the opportunity to become involved only after teachers become aware of

their career awareness, exploration and preparation needs and when teachers become involved and plan meaningful career related student activities. The initiation and establishment of CATs within the school setting serves as a viable way to accomplish the task. In 5.0 of the system, many of the above activities can be accomplished.

MONITOR CAREER EDUCATION ACTIVITY OUTCOMES (6.0). Crucial to the effective CAT plan is a sensitive monitoring function. The CAT plans specific milestones which serve as checkpoints both for the time periods and skill levels. If the career education activity is not progressing on either time or skill-level schedules, the CAT plan-monitoring should detect this discrepancy.

Monitoring, like assessment of the present level of performance in 2.0, uses data gathered from several sources. The purpose of this function is to determine how well the career education activity meets the students' or group's objectives. In 6.1 the CAT collects observational data during the activity. These "frequency and variety" data should include both normative data collected on all students pursuing the same goal and related data (e.g., promptness on the job, relationship with authority and peer interaction) collected on the student at several different times. In addition structured interviews with the individual and with the career education activity monitors should be collected in 6.2. Finally, reassessment with paper-and-pencil inventories should be undertaken (6.3). These data from the three subsystems in 6.0 are integrated by the CAT and compared with the student or group activity objectives.

Accountability for the CAT is built into the system. Based on the available data the CAT must determine whether or not the student or group has reached the specified career education activity objectives (6.4). If the judgement by the team is negative, then the CAT may revise the primary plan (6.5), elect to use the second plan (6.6) or recycle the CAT System and develop a new set of plans. Thus, the feedback from 6.0 to 4.3 is a necessary calibration in the system.

MAINTAIN CAREER EDUCATION PERFORMANCE LEVEL (7.0). The new, hard won career education attitude, cognition or behavior level should continue after the activity has reached its goal. Ideally, the CATs will have structured the activities so that the students will have internalized the objective. In the event that the students require continued support from their environment, the CAT will have to train additional key building personnel (7.1). Throughout some follow-up period (60 to 120 days) the team should monitor these recently trained personnel to insure that they are indeed supporting the student appropriately. This spreading of responsibility has the effect of getting the entire building committed to career education goals.

MAINTAIN CAREER EDUCATION ACTIVITIES REFERENCE SYSTEM (8.0). This function is crucial for intra-CAT development and for inter-CAT relationships. A network of interrelated data can be generated in this function. Indeed, the various inputs to this function allow the reference system to answer "What career education activity and by whom (CAT member or significant other), is most effective for a particular student with specific career education objectives?" That is, a probabilistic answer can be generated from assessment data (2.0), from individual or group objectives (3.0), from selected career education activities (4.0) and from the reported success of a selected activity (6.0 via 4.3).

These integrated data which are reported in terms of frequencies and varieties become a continuously up-dated memory for each CAT (8.1). Thus, the team's collective thinking is revised on the basis of which activity worked best under what conditions. Further in 8.2 these probabilistic data are returned to each CAT for its own in-service training. These data may be linked to other CATs in the district or region so that a mutually developed network of career education activity information promotes diversity, creativity, and humanism in planning, implementing, and evaluating career education activities.

The CAT System Advantages

The Career Activities Team System, with its eight independent and interdependent functions, provides career educators and their clients with an effective way for meeting needs and improving individual competencies. Five distinct advantages of the CAT System have been identified. They are:

1. The over-all system is developmental so that information and experience build upon each other in a recorded manner. The information processing activities help the CAT consider multiple career education activities for each individual rather than resorting to a standard, non-individualized way of working with people.
2. The CAT members have a "forum" for exchanging and developing ideas about career education activities. It allows the members to communicate on a regular basis. CAT members like the opportunity to share their experiences. By communicating they realize that other teachers are faced with many of the same problems and concerns confronting them. The opportunity provided by CAT membership to discuss problems, share ideas, and make plans can be a rewarding experience.
3. The CAT organization uses the leadership potential within the building, the district, and the community. CAT members have status among their peers and are able to provide leadership in an important endeavor. The organization of a CAT is an excellent way to identify and utilize latent leadership.
4. The use of personnel indigenous to the building allows the team to have a close relationship with the students. Through careful planning, CATs can develop meaningful career related activities for their students. They can identify those real life out-of-school activities of the students which serve as a vehicle for making the in-school activities relevant to the students. They can plan career activities that get students ego

involved. As students get more and more involved in relevant learning activities, an increased amount of control and responsibility can be shifted to the students. In this manner, teaching is easier for the teacher and instruction is more relevant to the students.

5. Accountability is built into the system. Each function bears an interdependence through feedback or feedforward of information. In a time when educational dollars are in short supply and closely controlled, the worth of a program must be shown through accountability methods.

A Challenge for Career Educators

The front-line building level career educators will make or break the program. The system described has been designed with the practitioner in mind. At the same time, there is need for the conceptualizer, the researcher, and the program manager. Yet, before you can get to the students, you have to get to the teachers. By developing those interested in and committed to career education into teams (CATs), by providing for team interaction, by building ego-involvement and by sharing enthusiasm, the CAT concept can work in your school. It will be hard work, but it will be rewarding!

NOTES

[1]Based on a paper present at the Annual Meeting of American Educational Research Association's Special Interest Group on Systems Research, Chicago, April, 1974.

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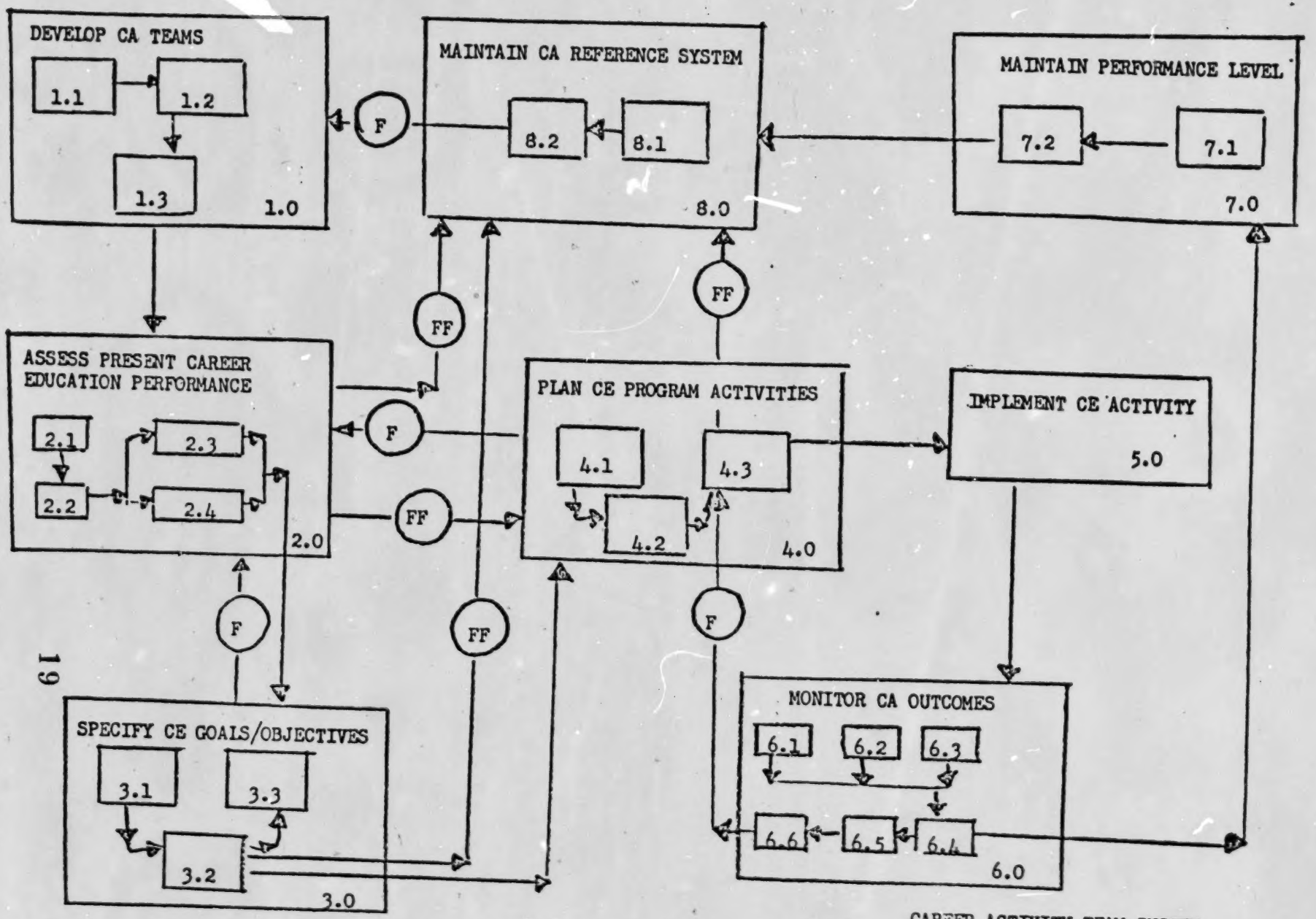

CAREER ACTIVITY TEAM SYSTEM

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Figure 1

Table 1

CAREER ACTIVITIES TEAM SYSTEM

1.0 Develop Career Activities Teams
- 1.1 Orient school personnel
- 1.2 Organize career activities teams
- 1.3 Administer needs assessment instruments in schools

2.0 Assess Present Levels of Career Education Performance
- 2.1 Review needs assessment paper and pencil data
- 2.2 Identify target students
- 2.3 Interview critical people
  - 2.3.1 ask teacher about student
  - 2.3.2 ask parent about student
  - 2.3.3 ask principal about student
  - 2.3.4 ask student about self
  - 2.3.5 strengths in affective, academic and career education areas
  - 2.3.6 weaknesses in affective, academic, and career education areas
- 2.4 Collect behavorial data
  - 2.4.1 collect contacts with employers
  - 2.4.2 collect contacts with workers in fields
  - 2.4.3 collect contacts with counselors
  - 2.4.4 collect number of career education booklets read
- 2.5 Integrate career education appraisal data

3.0 Specify Student Career Education Goals/Objectives
- 3.1 State individual career education goals
- 3.2 Specify objectives for behavior change
- 3.3 Revise objectives as needed

4.0 Plan Career Education Program Activities
- 4.1 Assess environmental resources
  - 4.1.1 collect data on available sites and people in the community
  - 4.1.2 collect data on facilities available in the school system
- 4.2 Consider career education activities
  - 4.2.1 select textbooks, pamphlets
  - 4.2.2 select films, videotapes, filmstrips
  - 4.2.3 select simulations, games
  - 4.2.4 select role play, site visits
  - 4.2.5 select work study and hands on activities
- 4.3 Select primary-secondary activities
  - 4.3.1 rank alternative activities
  - 4.3.2 select primary activity
  - 4.3.3 select secondary activity
  - 4.3.4 complete CAT planning guide

5.0 Implement Career Education Activity

6.0 Monitor Career Activity Outcomes
- 6.1 Observe student performances
- 6.2 Interview student and activity monitors
- 6.3 Readminister needs assessment instruments
- 6.4 Compare objectives and results
- 6.5 Revise career education activity
- 6.6 Choose alternative activity

7.0 Maintain Performance Level
- 7.1 In-service teachers, counselors
- 7.2 Monitor teacher-student activities

8.0 Maintain Career Activities Reference System
- 8.1 Update assessment, objectives and activities data
  - 8.1.1 use data on program graduates
  - 8.1.2 use data on program dropouts
  - 8.1.3 use data on changing community needs
- 8.2 Provide data to CATs

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